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NEW BOOKS.

Junior High School Mathematics, Books I., II. and III. By THEODORE LINDQUIST. Charles Scribner's Sons, New York.

Each year brings additional evidence that the mathematical curriculum of the intermediate grades is in a transition stage. The old order of straight arithmetic in the seventh and eighth grades, followed by algebra in the ninth, is giving way to a three-year course in so-called *general mathematics*. In this new course we are likely to find an earlier introduction of the simpler and more important phases of algebra, intuitive geometry and trigonometry. Arithmetic may appear in all three grades, or it may be postponed until the latter part of the course. Fewer and fewer *straight* arithmetics are coming from the press; more and more *Junior High School* series are appearing.

The outstanding characteristics of the *Lindquist* series may be summarized as follows. First, the books include materials from arithmetic, algebra, geometry, and trigonometry. Second, the social and economic material, *i.e.*, *business practice* is postponed until the ninth grade, at which time it receives a full year's treatment. This is a distinct innovation in Junior High School texts. There is much to commend the delayed treatment of such topics. Whether an entire year should be devoted to this commercial material is an open question. Third, the material in Book II. (for the eighth grade) is decidedly heavy and questionable, even for ninth-grade pupils. We refer to factoring the difference of two trinomial squares and the sum and difference of two cubes, the manipulation of fractions which contain trinomial denominators, operations with fractional exponents, square root of polynomials, radical equations, graphs of simultaneous quadratics, and logarithms. This selection of topics is clearly out of the spirit of recent developments. Any author who advocates such material even in the ninth grade will find himself at variance with the best body of opinion in the entire country, the recommendations of the National Committee on Mathematical Requirements. Fourth, the series contain an unusually attractive body of geometrical material. The illustrations are clear cut and well selected. Timely historical notes and well-motivated situations indicate that children would find the course interesting.

The Adventures of X. By MARY L. CLARK, WALLACE A. NEWLIN, AND ARTHUR E. SMOTHERS. D. C. Heath & Co., New York. Pp. 43.

This little play, in three acts, was prepared "for the purpose of adding life and interest to the teaching of algebra." It has been produced before the high school at Pasadena, and before the State High School Teachers' Association of California. Every teacher of algebra, and many pupils who have completed a year of the subject will follow the adventures of X with interest.